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The report in hand has one great virtue. It is written in a form which will appeal to the ordinary reader. The common form of reports is such as to repel everyone except the technical student. On the other hand, the technical student of reports will feel that the present report is not sufficiently explicit or detailed to make it possible for him to write the history of the General Education Board as a part of the American educational system. He will feel, perhaps more than do the officers of the Board, the importance of supplementing the present statement with much material which is not now easily accessible.

C. H. J.

The Discipline of the School. By FRANCES M. MOREHOUSE, of the Illinois State Normal University. With an Introduction by LOTUS D. COFFMAN, Professor of Education in the University of Illinois. Boston, New York, Chicago: D. C. Heath & Co., 1914. Cloth. Pp. 360. \$1.25.

In an older day, writers on school discipline based their treatment on the doctrine that the child is by nature inclined toward evil, and that he can be got to follow paths of rectitude only by constant urging and much coercion. But during the last fifty years or so, particularly in our country, there has been constant relaxation of this rigorous attitude until now it is almost entirely abandoned and in its place has come the view that the child's impulses are wholesome and useful, and he ought to be given freedom to do about as he chooses. Most people today seem to have a very tender feeling for childhood. They cannot bear to see a child suppressed in any of his tendencies. The Montessori philosophy has captivated our people largely because it gives prominence to the plan of complete freedom and spontaneity for childhood. Coercion appears to be abhorrent to most of those among us who are expressing themselves regarding the training of the young.

The present volume is an exception to the tendencies of the hour in that it inclines rather toward the rigorous than the sentimental attitude in the discipline of pupils. While the author does not at any point say whether or not she believes an individual is born in original sin, yet it is probably a safe inference from what she does say that she thinks he brings with him into this world certain impulses which have been bequeathed to him by his ancestors, and which strive vigorously for expression under present-day social conditions. But the social situations existing when these impulses were established were so different from the social situations today, that if these impulses be freely expressed they will create ethical and moral havoc. Therefore effective discipline will require a certain amount of coercion, both in a negative way in compelling a pupil to restrain some of his impulses, and in a positive way in urging him to perform activities which are made desirable because of his relations to his fellows. At the same time, this book gives a dominant place in

the discipline of the school to those methods and devices which seek to beguile the pupil into good conduct by making good conduct attractive and worth while as he sees the matter.

The author nowhere in the book mentions John Locke, but her fundamental philosophy of discipline seems very much like that of the older writer, which is to say that her philosophy is sane and sound, and founded upon a natural and, we might say, scientific, rather than a sentimental view of child nature and the requirements for effective social training.

The book might well be considered in two parts, the first dealing with the general conception of the school as an institution for helping the child to adapt himself to social situations and the general principles underlying school government, and the second part dealing with the more important shortcomings of pupils, and the way in which these can be dealt with most effectively. The second part grows directly out of the first, and is founded upon it. One gets the impression that the author has seen clear through her problems, and has organized her complex and varied materials so that they can be considered under a few general headings. She takes a comprehensive view of the whole field. The origin and need of discipline is treated; the methods that have been employed are pointed out; and the changing conditions in American life which affect discipline in the school are described. The author takes the developmental point of view as Locke did, and consequently her methods of discipline change as the child becomes more mature. In the beginning he must form habits of good order under the direction largely of absolute authority, but as he enters the reflective period he may be appealed to on the side of reason. Throughout the discussion one feels that the author believes in discipline, the aim of which is to cause the individual to control those impulses which if expressed will make profitable work and training in the school impossible.

The author regards all methods of school government under five types or modes: (1) absolute authority, (2) appeal to personal interest, (3) personal influence, (4) wholesome repletion, (5) appeal to social consciousness. Each of these methods is useful in its proper place. Some teachers today would under no circumstances make use of either of the first two methods; but our author is probably on safer ground than any person who would attempt to discipline an American school without ever using absolute authority or appeal to personal interest. If the author errs at all here, it is in that she does not give these modes of control a prominent enough place. One who views this matter from a biological standpoint sees that the use of absolute authority and appeal to personal interest have played the dominant rôle in the government of the young from the beginning of the race to the present hour, and they probably ought to play a part in the life of the schoolroom of today. Even those who protest against it in theory make generous use of it in practice. Miss Morehouse, in the last half of her book, in which she deals with concrete cases of discipline, makes quite frequent use of the principle of appeal to personal interest, and properly so.

The last three modes of government are quite in favor today, though the fourth, wholesome repletion, is brought out more strongly by our author than by most persons who write on the subject of school government.

The chapters dealing with "The Disciplinary Process," and "The Spirit of the School" lead into the very heart of the problems of school government. The remaining chapters, on "Offenses Common in American Schools," "Punishment," "Disciplinary Devices," and "The Supervision of Discipline," are exceedingly concrete and practical, in the sense that they present actual situations requiring discipline, and indicate ways and means of solving the problems which arise.

Enough has been said probably to show that the reviewer thinks this is a very good and useful book. It is written in the scientific spirit, which means that it is founded upon the best present-day thought regarding human nature, and especially child nature, and it is temperate and modest throughout. It shows fine balance between what might be called the intellectual and the emotional attitudes toward childhood and questions of discipline. Some readers may think there is not quite enough of sentiment in the book, but most readers will probably feel that this is one element of its strength. There is sentiment in the book, but it is kept in abeyance, as it should be. The author is sensitive to child nature, but not sentimental about it, which again is undoubtedly the proper attitude to take. It may be that in American life children are not being governed quite enough, with the result that they are in conflict with established authority a considerable part of the time, thus bringing strain and stress upon themselves and causing irritation to those with whom they come in contact. In the schoolroom there is a better spirit than there was in an older day and there are also less restriction, less coercion, and less punishment because teachers know better than they once knew how to capture the attention of pupils and utilize their energies in constructive and legitimate ways. This is all very good; but there is evidence that in some school systems there is not a sufficient exercise of authority to hold in check the riotous impulses of immaturity. Even in the best schoolrooms with the finest teaching there will probably always be a necessity for a minimum amount of government, and this will be better for pupils than if they be let to go without control. He is not the happiest individual who knows no let or hindrance to his impulses. The typical child especially seems to need the assistance of those in authority to help him hold his lawless prompting in check, and this appears to be one conception in view of which the practical suggestions in this book are made.

The style is suited to the tone and temper of the book. There is about it a certain dignity without stiffness or formality. A lover of good English would be pleased with the purity of terms and grace of constructions. Concrete illustrations are freely utilized to give point and definiteness to principles. There is a summary at the close of each chapter; and at the end of the book there are a number of problems and exercises suggested for each topic treated.

There are also a classified bibliography and an index; so one may commend the book, not only for its content and its style, but also for its serviceableness as a text.

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Advanced American History. By S. E. FORMAN. New York: Century Co., 1914. Pp. xiv+624.

This text has many excellences to commend it to high-school teachers. Its style is simple, but forceful. Sketch maps appear in profusion, while the colored maps are both unusually numerous and satisfactory. The organization is such as to render topical assignments easy. Inexperienced teachers will find in the reference lists at the close of the chapters a welcome relief from the bewildering profusion of the ordinary chapter bibliographies. The selections listed are few, specific as to pages, confined to a few books such as the ordinary school library may afford, and of a length and character, for the most part, suited to the high-school student's opportunities and interests. Correlation between American history and government is rendered easy for both teacher and pupil by a marginal numbering of the clauses of the Constitution in the Appendix and by the use of corresponding numerical references in the body of the text where correlation is advisable. Above all, the work emphasizes in greater degree than any other high-school text those phases of American history for the consideration of which most insistent demands are being made on all sides, the westward movement of the American people and their social history. No less than eight of the forty-five chapters, or nearly one-fifth, are given over wholly to surveys of social and industrial progress, while many others contain sections dealing specifically with these phases. Best of all, Mr. Forman has shown ability in most cases to do more than marshal dead tabulations of statistics. He has known how to interpret and express in clear, striking, significant phrases the important indications of progress. The social chapters are indispensable, and should assure the volume a place upon the reference shelves of school libraries where it is not used as a text.

But the other pan of the balance is not empty. The illustrations of the volume are surprisingly small in size, though numerous and well chosen. Occasional chapters dealing with important portions of our history are meager and unsatisfactory; e.g., the chapter entitled "The Quarrel," dealing with the causes of the Revolution. Most serious of all there is a marked tendency throughout, in dealing with political events, to write *about* them, rather than to state the facts. The powers of significant interpretation so advantageously used in dealing with social and industrial history here become a hindrance. Some work of this type must be left to the student for the development of his own powers, and the political field, where the facts are more patent, offers the best opportunity. A text which makes the interpretation, but hides the facts upon which they are based, may offer an easier road, but surely not the more profitable one.

V. L. MINOR